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ABSTRACT

This document evaluates the Bilingual Program in the Auxiliary Services for High Schools program, which provides instruction in English as a second language, native language development, basic education, and job counseling and placement services to approximately 1,900 students at 15 sites in New York City. The program was developed in 1969 to serve students with particular problems such as dropping out, chronic attendance problems, difficulty adjusting to a regular curriculum, armed forces veterans, and/or those who needed an alternative to the regular high school situation. The program objectives were to enable students to develop their level of English proficiency and the content area skills necessary to pass the GED examination, to expose them to job opportunities, and to teach analytical skills. Student achievement data indicates that (1) all participants made significant gains on Levels 1 and 2 of the Stanford Achievement Test; (2) only one site achieved the objective of 60% promotion rate to the next higher English as a Second Language level and Haitians were the only participants among this group to achieve the 60% advancement; (3) each language group achieved significant gains in their native language; (4) students met the native language objective of 30% advancing in native language level; and (5) all language groups made significant gains in mathematics achievement. Recommendations for program improvement are included. (CG)

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THE BILINGUAL PROGRAM

IN AUXILIARY SERVICES

FOR HIGH SCHOOLS

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
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Grant Number: GOO-

THE BILINGUAL PROGRAM IN AUXILIARY SERVICES FOR HIGH SCHOOLS

1983-1984

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A SUMMARY OF THE REPORT

This multi-site program, in its first year of a new three-year funding cycle, provided instruction in English as a second language (E.S.L.), native language development, and basic education, in addition to a job counseling and placement component, to approximately 1,900 students at fifteen sites in New York City.

The Auxiliary Services for High Schools (A.S.H.S.) program began in 1969. The target population of A.S.H.S. consisted primarily of students over the age of 16 who were high school dropouts, had chronic attendance problems in regular schools, had difficulty adjusting to the prescribed regular high school curriculum, were armed forces veterans of any age, and/or desired an alternative to the regular high school situation. Since over one-third of the students enrolled in the program had limited English proficiency (LEP), a bilingual component was established in 1972. In 1983-84, the bilingual component served speakers of Spanish, Chinese, Greek, Italian, and Haitian Creole. The largest ethnic group enrolled in the A.S.H.S. bilingual program was the Hispanic group; Chinese speakers comprised the largest of the non-Spanish language groups. Many students were recent immigrants whose personal circumstances could not accommodate a conventional high school education.

The objectives of the program were twofold: to enable LEP students to develop their level of English proficiency and the content-area skills necessary to pass the high school equivalency (G.E.D.) examination, and to expose students to job opportunities. The program's basic philosophy was to teach analytical skills which would have practical value beyond the scope of the G.E.D. examination.

Staffing patterns varied from site to site and reflected both the needs of the local student population and the level of local tax-levy support. Title VII funds supported administrative and support services staff positions; in addition, they provided 2,000 teacher hours used to support curriculum and staff development activities at the centers. Additional teaching hours were provided by Title XIII and Chapter 53 monies. Curriculum materials were developed to prepare students for the H.S.E. in the following areas: native language arts, general education, mathematics (French), social studies and language arts (Spanish), and general science (Greek and French). A directory of employment, training, and vocational services available throughout New York City was also developed by program staff. Development activities for staff members included supervision and observation by central program administrators, attendance at university courses, and participation in both internal and external conferences and workshops. Supportive services focused on preparing students to enter the job market through college and career planning, consumer education, and job placement. Parents of participating students were involved through attendance at Advisory Council meetings and a workshop on cultural awareness, as well as through collaborating in planning program activities.

Program objectives were assessed in English as a second language (Stanford Achievement Test [SAT] and promotion rates in E.S.L. classes); native language achievement (La Prueba de Lectura, teacher-made tests, and promotion rates in native language classes); and mathematics (New York City Arithmetic Computation Test). Quantitative analysis of student achievement data indicates that:

--participants at all program sites made statistically significant gains on Levels 1 and 2 of the SAT;

--only the St. George site was able to achieve the program objective of a 60 percent promotion rate to the next higher E.S.L. level. When examined by language group, the Haitian students were the only participants to achieve the targeted 60 percent advancement;

--each language group achieved both statistically and substantively significant gains in their native language;

--overall, the program students met the native language objective of 30 percent advancing in native language level; 36 percent of program students advanced at least one level of native language instruction. Greek participants, however, failed to make any advancement in this area, while Haitian Creole-speaking students far exceeded the target objective;

--all language groups demonstrated statistically and substantively significant gains in mathematics achievement.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Devising data collection procedures and generating information on the student population which would reflect emerging trends and provide a basis for changes in programmatic direction. Also, documenting the length of time between program entry and graduation in order to identify those factors which hasten or impede student progress.

--Participating in an exchange with other programs of materials and approaches that have been successful. The A.S.H.S. bilingual program could make valuable contributions in the areas of student motivation and retention through a curricular program geared to the overage and high risk student. More specifically, the following areas could be explored:

- Can any of the successful facets of the bilingual program in A.S.H.S. be transferred to a regular high school bilingual program?

- Can a regular high school program use the A.S.H.S. approach to serve the same students?

•Will this sort of exchange have a significant impact on the dropout rate of the school program involved?

--Revising evaluation objectives in the area of E.S.L. advancement to reflect more realistically the ability of the target population.

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THE BILINGUAL PROGRAM IN AUXILIARY SERVICES
FOR HIGH SCHOOLS (A.S.H.S.)

Central Location:	383 East 139th Street Bronx, New York 10454
Number of Sites:	15
Year of Funding:	1983-84, first year of a new three-year funding cycle
Target Languages:	Spanish, Chinese, Greek, Italian, and Haitian Creole
Number of Participants:	1,900
Director:	Dr. Seymour Weissman
Bilingual Coordinator:	Mr. John Ramirez

I. OVERVIEW

The Auxiliary Services for High Schools program, which began in 1969, grew out of the New York City Public Schools' recognition of its responsibilities to those students who were unable, for various reasons, to complete their education within the regular school system. The program's objectives, as mandated by the Board of Education, were to provide early school-leavers with basic education, remediation, job counseling, and job placement. Since that time the program has evolved in size from the two original evening centers to twelve evening centers, and to daytime programs in eleven day centers. It has also evolved in scope, offering within a single program a full range of alternative education and vocational services.

The target population of the A.S.H.S. program consists primarily of those 16 to 21 years of age who are high school dropouts, students with chronic attendance problems in the regular schools, those who have extreme

difficulty adjusting to the prescribed regular high school curriculum, armed forces veterans of any age, and others who desire an alternative to the regular school situation.

Over a third of the students in the A.S.H.S. program have limited English proficiency (LEP). In 1972 a bilingual component was established within the A.S.H.S. program. This bilingual component now operates at 15 sites and serves five different language groups (see Table 1). Most of the students in the bilingual component have never attended a regular New York City high school. Many of the students are recent immigrants whose personal circumstances cannot accommodate a conventional high school education.

The bilingual program objectives are to provide students with the educational preparation in English-language and cognitive skills necessary for successful performance on the high school equivalency (G.E.D.) examination and to expose students to employment and job training opportunities. Special features of the program are individualized/self-paced instruction, counseling (educational, vocational, and personal), placement services (academic and employment), and day and evening sessions that include both instruction in the native language and English as a second language (E.S.L.). Spanish-dominant students may prepare to take either the English or Spanish G.E.D. examination.

Over the years the A.S.H.S. bilingual program has developed the kind of dynamics that enable it to serve an increasing number of students, follow the geographic shifts of the population requesting services, and adjust to the demands of emerging language groups. Thus. the bilingual

A.S.H.S. is a means by which the school system can facilitate the transition of newcomers into the American economic mainstream.

TABLE 1

Bilingual Program in Auxiliary Services for High Schools Sites, 1983-84

Center	Location	Hours	Language(s) Served
Roberto Clemente[a]	383 East 139th Street Bronx, NY	9:00-3:00	Spanish
Park Avenue Learning Center	2005 Madison Avenue New York, NY	9:00-3:00	Haitian Creole Spanish
Jamaica Learning Center	162-02 Hillside Avenue Jamaica, NY	9:00-3:00	Spanish
Forsyth Street School[b]	198 Forsyth Street New York, NY	9:00-3:00	Spanish Chinese
Lincoln Square	216 West 63rd Street New York, NY	9:00-3:00	Spanish
J.H.S. 136	750 Jennings Street New York, NY	9:00-3:00	Spanish
Linden Boulevard	2045 Linden Boulevard Brooklyn, NY	9:00-3:00	Spanish
Castle Hill Learning Center	615 Castle Hill Avenue Bronx, NY	9:00-3:00	Spanish
Brandeis High School	145 West 84th Street New York, NY	5:30-8:30	Spanish
Julia Richman High School	316 East 67th Street New York, NY	5:30-8:30	Chinese Spanish
Taft High School	240 East 172nd Street Bronx, NY	5:30-8:30	Spanish
Maxwell Vocational High School	145 Pennsylvania Avenue Brooklyn, NY	5:30-8:30	Spanish
Jamaica Learning Center	162-02 Hillside Avenue Jamaica, NY	5:30-8:30	Spanish
J.H.S. 10	31st Avenue, between 45th & 46th Streets Astoria (Queens), NY	5:30-8:30 (Mon.-Thurs.)	Chinese Greek Spanish
St. George School at the College of Staten Island	25 Hyatt Street Staten Island, NY	5:30-8:30 (Mon.-Thurs.)	Spanish Italian
Grady Learning Center	24 Brighton Road Brooklyn, NY	5:30-8:30	Spanish

[a]Central location for the A.S.H.S. Bilingual Program.

[b]Central location for A.S.H.S.

II. STUDENT CHARACTERISTICS

OVERVIEW

Approximately 80 percent of the students enroll in the A.S.H.S. bilingual program without ever having been to a regular high school. Many are members of immigrant families who come from a different school system and would have difficulty in adjusting to American academic requirements. Many never attended high school in their own country, while still others are forced to seek full-time employment and so cannot attend regular day high schools.

There are indications that the number of non-English-speaking students who bypass regular school and enroll directly into the A.S.H.S. bilingual program will continue to increase. There has been an influx of immigrants to New York City and, for some language groups, A.S.H.S. is unique in its bilingual service offerings. As a result of the mainland Chinese immigration to New York City, the Forsyth Street program near Chinatown has not only increased its enrollment tremendously but has also developed a waiting list for potential participants. There has been an increase in migration from Puerto Rico, which is experiencing a severe economic crisis. This migration is likely to continue with an unemployment rate reported at 30 percent on the island. The Haitian population in the city has also increased dramatically following the closing of the temporary camps in Florida. The A.S.H.S. program is one of very few projects offering special bilingual educational services to Greek and Italian students. These language components are also experiencing moderate increases.

NATIONAL ORIGIN AND HOME LANGUAGE

The largest ethnic group enrolled in the bilingual A.S.H.S. program in 1983-84 (see Table 2) is the Hispanic group. The majority of A.S.H.S. bilingual students, therefore, speak Spanish at home (81 percent), followed by Chinese (12 percent), Greek (3 percent), and Haitian Creole (3 percent). The Spanish-speaking students are, however, a heterogeneous group and come from a variety of countries. The most common country of origin is Puerto Rico (30 percent), followed by the Dominican Republic (24 percent). Students from Central American nations comprise 22 percent and students from South American nations make up another 24 percent of the Hispanic population. (See Table 3.)

According to program staff members, newcomers from South America have good academic skills in Spanish while the group from the Dominican Republic brings the lowest level of skills. The Puerto Rican group includes members of the "shuttle population" who travel back and forth between island and mainland and lack skills in English and Spanish.

GENDER

On a city-wide basis, the A.S.H.S. bilingual program serves only slightly more males (54 percent) than females (46 percent) (see Table 4). However, about two-thirds of the participants at Lincoln Square and Taft are male. Program staff members were unable to explain why these particular program sites are disproportionately comprised of male students. A breakdown of gender by language group (see Table 5) shows that Hispanic participants are more likely to be male and Chinese participants more likely to be female. However, the differences are not large.

TABLE 2

Ethnic Composition by Program Site

Site	Number of Students Hispanic	Chinese	Greek	Haitian	Italian	Total
St. George	81				16	97
Park Avenue	46			49		95
J.H.S. 10	56	28	68			152
Julia Richman		30				30
Forsyth Street	77	135				212
Jamaica (day)	51					51
Lincoln Square	67					67
J.H.S. 136	128					128
Roberto Clemente	86					86
Linden Blvd.	38					38
Taft	170					170
Brandeis	199					199
Maxwell	150					150
Jamaica (evening)	170					170
Grady	30					30
TOTAL	1,349	193	68	49	16	1,675
Percent of Program	81	12	3	3	1	100

TABLE 3

Country of Birth of Spanish-Speaking Students

Country of Birth	Number	Percent
Puerto Rico	313	29.9
Dominican Republic	253	24.1
Central America	226	21.5
South America	256	24.4
TOTAL	1,048[a]	99.9

[a]Number of student information forms submitted to O.E.A.

TABLE 4

Proportion of Male and Female Students
by Program Site[a]

Site	Percent Male	Percent Female	Total Number[b]
Forsyth Street/Julia Richman[c]	57	43	223
Park Avenue	51	49	136
J.H.S. 10	45	55	136
St. George	43	57	37
Jamaica (day)	50	50	96
Lincoln Square	68	32	81
J.H.S. 136	45	55	44
Roberto Clemente	59	41	134
Linden Blvd.	48	52	44
Taft	65	35	101
Brandeis	58	42	187
Maxwell	50	50	168
TOTAL	54	46	1,387

[a]No data were submitted for the Jamaica (evening) and Grady sites.

[b]Number of student information forms submitted to O.E.A.

[c]Since these two sites serve predominantly Chinese students and share a field director, they have been combined for all analyses.

TABLE 5

Gender by Language Group

Language Group	Percent Male	Percent Female	Total Number[a]
Spanish	56	44	1,085
Chinese	43	57	138
Haitian Creole	49	51	95
Greek	53	47	57
TOTAL	54	46	1,375

[a]No data were submitted for the Jamaica (evening) and Grady sites and the Italian students at St. George.

AGE

The average age of A.S.H.S. bilingual program participants is 23.2 years. The majority of students (65 percent) are between 16 and 21, 19 percent are between 22 and 29, and 16 percent are 30 or older.

When examined by site (see Table 6), the average range is from 18.3 to 31.7 years. The youngest students are found at Lincoln Square (18.3 years), Linden Blvd. (18.6 years), and Park Avenue (19.3 years). The oldest students are found at St. George and J.H.S. 10, averaging 29.1 and 31.7 years, respectively.

Since program participants at each site largely share a common ethnic background, their age distribution by language group closely parallels their ethnic distribution by site. As seen in Table 7, Chinese- and Haitian Creole-speaking students who are in the majority at Forsyth and Park Avenue are among the youngest students in the program, averaging 19.8 years. The Greek participants at J.H.S. 10 are among the oldest students averaging 35.1 years of age; more than half (59 percent) are age 30 or older. By contrast, the Hispanic participants average 23.3 years with 61 percent between 16 and 21.

These age differences may have implications for these students' educational goals. The Chinese and Haitian students tend to be closer in age to mainstream high school twelfth graders, and may be interested in completing high shool requirements in a relatively short period of time. The Greek participants appear to be returning to school after a long absence; most may be interested in acquiring enough English proficiency to function in their jobs. Most of the Hispanics are relatively young

and, like the Chinese and Haitians, may be pursuing a high school equivalency diploma. However, there is a substantial number in the older age categories who may be returning to school mainly to enhance their English proficiency and academic skills.

TABLE 6

Age of Sample by Program Site[a]

Site	Percent 16-21	Percent 22-29	Percent 30+	Total Number	Mean Age	(S.D.)
Park Avenue	95	5	0	130	19.3	(1.5)
Clemente	78	17	5	132	20.3	(4.0)
Maxwell	42	38	20	168	25.2	(7.8)
J.H.S. 10	22	28	50	134	31.7	(11.8)
Linden Blvd.	98	0	2	43	18.6	(2.2)
J.H.S. 136	79	7	14	44	21.9	(7.9)
Forsyth/Richman	99	1	0	222	19.4	(1.2)
St. George	22	40	38	37	29.1	(10.1)
Lincoln Square	100	0	0	81	18.3	(1.0)
Brandeis	42	31	27	183	26.5	(9.2)
Jamaica (day)	67	17	16	95	22.5	(6.9)
Taft	38	37	25	100	24.9	(6.5)
TOTAL	65	19	16	1,369	23.2	(7.9)

[a]No data were submitted for the Jamaica (evening) and Grady sites.

TABLE 7

Age of Sample by Home Language

Language Group	Percent 16-21	Percent 22-29	Percent 30+	Total Number[a]	Mean Age	(S.D.)
Spanish	61	22	17	1,068	23.3	(7.7)
Chinese	100	0	0	139	19.8	(0.9)
Haitian Creole	93	6	1	93	19.8	(2.0)
Greek	12	29	59	58	35.1	(13.1)
TOTAL	65	19	16	1,358	23.2	(7.9)

[a]No data were submitted for the Jamaica (evening) and Grady sites and the Italian students at St. George.

YEARS IN THE UNITED STATES

The current A.S.H.S. bilingual program participants have been in the United States for an average of 3.2 years (22 percent for less than one year, 39 percent for one or two years, and 39 percent for three years or more). As seen in Table 8, students at the Park Avenue, Linden Blvd., and Forsyth/Richman sites have been in the U.S. for the shortest time periods. These three sites also have the youngest populations, with over 90 percent in the 16 to 21 year-old range. More than half of the Park Avenue students have been in the United States for less than one year. The longest term residents are found at J.H.S. 136 where students average 7.4 years and where 85 percent have been in the U.S. for three years or more. Despite the fact that J.H.S. 136 students tend to be younger (80 percent are in the 16 to 21 age range), they nevertheless tend to be longer term U.S. residents. (This may indicate that their families immigrated when the students were relatively young.)

A breakdown by language group (see Table 9) shows that Hispanic students have resided in the U.S. for the longest term, averaging 3.7 years, followed by Greeks (2.5 years), Chinese (1.9 years), and Haitians (less than one year).

TABLE 8

Years in United States by Program Site[a]

Site	Percent				Total Number[a]	Mean No. Yrs.	(S.D.)
	Less Than One Year	One Year	Two Years	Three Or More Years			
Park Avenue	52	23	12	13	136	1.1	(1.8)
Clemente	32	12	13	43	137	3.6	(4.5)
Maxwell	9	29	14	48	168	4.6	(5.7)
J.H.S. 10	15	21	20	44	137	3.1	(3.1)
Linden Blvd.	39	16	29	16	44	1.5	(1.9)
J.H.S. 136	0	11	5	84	44	7.4	(5.8)
Forsyth/ Richman	12	30	36	22	220	1.9	(1.5)
St. George	43	5	11	41	37	2.9	(4.2)
Lincoln Square	5	23	15	57	81	3.7	(3.3)
Brandeis	24	17	15	44	186	4.0	(6.2)
Jamaica (day)	35	11	8	46	97	3.0	(3.9)
Taft	17	25	10	48	100	3.9	(4.5)
TOTAL	22	21	18	39	1,387	3.2	(4.4)

[a]No data were submitted for the Jamaica (evening) and Grady sites.

TABLE 9

Years in United States by Language Group

Language Group	Percent				Total Number[a]	Mean No. Yrs.	(S.D.)
	Less Than One Year	One Year	Two Years	Three Or More Years			
Spanish	22	18	19	46	1,087	3.7	(4.8)
Chinese	1	36	48	15	136	1.9	(1.4)
Haitian Creole	60	27	10	3	95	0.6	(0.8)
Greek	5	28	26	41	58	2.5	(1.7)
TOTAL	22	21	17	40	1,376	3.3	(4.4)

[a]No data were submitted for the Jamaica (evening) and Grady sites and the Italian students at St. George.

EMPLOYMENT STATUS

While the majority of A.S.H.S. participants were not employed, a large proportion (43 percent) held either full-time or part-time jobs. (See Table 10.) The employment rate was highest at J.H.S. 10 (76 percent), Forsyth/Richman (66 percent), and Brandeis (64 percent).

When employment status is examined by ethnicity (see Table 11), it appears that both Greek and Chinese participants have the highest employment rates. Since the Greek students are among the oldest participants in the A.S.H.S. bilingual program, their high rate of employment (74 percent) is no surprise. Yet the Chinese students, who are among the youngest participants are virtually fully employed (95 percent). This perhaps reflects the proliferation of business within an ethnic enclave that offers low-income jobs to younger persons.

Hispanic and Haitian participants are least likely to be employed. This may be related to structural limitations in employment opportunities in both mainstream and ethnic businesses faced by members of these two groups.

TABLE 10

Employment Status by Program Site[a]

Site	Percent Employed (Full- or Part-Time)	Percent Not Employed	Total
Park Avenue	17	83	136
Clemente	10	90	135
Maxwell	51	49	168
J.H.S. 10	76	24	135
Linden Blvd.	11	89	44
J.H.S. 136	10	90	41
Forsyth/Richman	66	34	219
St. George	46	54	37
Lincoln Square	15	85	81
Brandeis	64	36	183
Jamaica (day)	28	72	95
Taft	45	55	93
TOTAL	43	57	1,367

[a]No data were submitted for the Jamaica (evening) and Grady sites.

TABLE 11

Employment Status by Language Group

Language Group	Percent Employed (Full- or Part-Time)	Percent Not Employed	Total[a]
Spanish	37	63	1,068
Chinese	95	5	136
Haitian Creole	21	79	95
Greek	74	26	57
TOTAL	43	57	1,356

[a]No data were submitted for the Jamaica (evening) and Grady sites and the Italian students at St. George.

EDUCATIONAL BACKGROUND

Years of Prior Education

Due to the very nature of the A.S.H.S. program, its participants reflect a wide range of academic histories. In 1983-84, the average participant had 9.2 years of schooling prior to participation in the program (see Table 12). Almost one-half (48 percent) have had between 10 to 12 years of schooling; 42 percent have had between 7 to 9 years; and 10 percent have had between 1 to 6 years.

The Haitian students are the group most likely to have at least ten years of prior education. Sixty-five percent of these students have had between ten and twelve years of schooling (see Table 13). The Greek participants have had the least experience with formal education, averaging 7.6 years of prior schooling. Thus, the A.S.H.S. program serves a large group of new high school entrants as well as those with limited high school level experience.

TABLE 12

Years of Prior Education by Program Site[a]

Site	Years of Prior Education			Total	Mean No. of Yrs.	(S.D.)
	Percent 1-6	Percent 7-9	Percent 10-12			
Park Avenue	1	36	63	136	9.9	(1.1)
Clemente	3	65	32	137	9.0	(1.3)
Maxwell	13	31	56	168	9.6	(1.9)
J.H.S. 10	25	33	42	135	8.4	(2.1)
Linden Blvd.	2	41	57	44	9.7	(1.1)
J.H.S. 136	7	70	23	44	8.7	(1.3)
Forsyth/ Richman	3	60	37	218	9.4	(1.2)
St. George	22	16	62	37	9.7	(2.5)
Lincoln Sq.	2	62	36	81	9.2	(1.0)
Brandeis	20	27	53	98	8.8	(2.9)
Jamaica (day)	4	27	69	96	9.5	(1.4)
Taft	14	34	52	100	9.1	(2.0)
TOTAL	10	42	48	1,382	9.2	(1.9)

[a]No data were submitted for the Jamaica (evening) and Grady sites.

TABLE 13

Years of Prior Education by Language Group

Language Group	Years of Prior Education: Percent 1-6	Percent 7-9	Percent 10-12	Total[a]	Mean No. of Yrs.	(S.D.)
Spanish	10	39	51	1,084	9.3	(1.7)
Chinese	1	81	18	136	9.0	(0.8)
Haitian Creole	0	35	65	95	10.0	(1.0)
Greek	45	31	24	58	7.6	(2.2)
TOTAL	10	42	48	1,373	9.2	(1.9)

[a]No data were submitted for the Jamaica (evening) and Grady sites and the Italian students at St. George.

DROP-OUT STATUS

Of the current bilingual program population, 24 percent have previously "dropped out" of a New York City high school. The sites with the highest number of drop-outs are Lincoln Square (73 percent), Clemente (50 percent), and Linden Blvd.(48 percent) (see Table 14).

Hispanic and Haitian students had the highest drop-out rates, 28 percent and 22 percent, respectively. No Chinese students and only one Greek student were reported as drop-outs (see Table 15). This, perhaps, may be related to the fact that relatively few Chinese and Greek participants had reached the high school level prior to entering the program.

TABLE 14

Drop-Out Status by Program Site[a]

	Dropped Out		
Site	Percent Yes	Percent No	Total[a]
Park Avenue	33	67	136
Clemente	50	50	137
Maxwell	11	89	168
J.H.S. 10	9	91	137
Linden Blvd.	48	52	44
J.H.S. 136	43	57	44
Forsyth/Richman	19	81	220
St. George	0	100	37
Lincoln Square	73	27	81
Brandeis	10	90	186
Jamaica (day)	25	75	96
Taft	2	98	98
TOTAL	24	76	1,384

[a]No data were submitted for the Jamaica (evening) and Grady sites.

TABLE 15

Drop-Out Status by Language Group

Language Group	Dropped Out: Percent Yes	Dropped Out: Percent No	Total[a]
Spanish	28	72	1,084
Chinese	0	100	137
Haitian Creole	22	78	95
Greek	2	98	58
TOTAL	24	76	1,374

[a]No data were submitted for the Jamaica (evening) and Grady sites and the Italian students at St. George.

STATUS IN THE A.S.H.S. BILINGUAL PROGRAM

Referral Source

Forty-seven percent of the current participants were referred to the program by word of mouth (see Table 16). The New York City high schools were the next most common referral source (25 percent). Particularly surprising is the extremely low referral rate for the A.S.H.S. Outreach Project (less than one percent) which is responsible for identifying and approaching those persons who would most benefit from program services.

As seen in Table 17, when examined by language group, most Hispanic and Haitian students were referred to the program by word of mouth. Since the Hispanic group was also the most likely to have dropped out of high school, it is not surprising that 28 percent were referred through a high school source. The participating Greeks were recruited through more indirect means (flyers) since, as older students, they have less contact with neighborhood high schools or public agencies.

TABLE 16

Referral Source to A.S.H.S. Bilingual Program

Referral Source	Number	Percent
Word of Mouth	573	46.4
High School	311	25.2
E.S.L. Classes at the Center	111	9.0
Community Agency	89	7.2
Citywide Agency	44	3.6
Flyers	59	4.8
A.S.H.S. Outreach Project	7	0.6
Transferred from other A.S.H.S.	40	3.2
TOTAL	1,234	100.0

TABLE 17

Referral Source by Language Group[a]

Referral Source	Percent Spanish	Percent Haitian Creole	Percent Greek
High School	27	13	0
Community Agency	7	12	0
Citywide Agency	4	0	0
Flyers	1	0	74
Word of Mouth	46	65	26
A.S.H.S. Outreach Project	1	0	0
Transferred from other A.S.H.S.	3	10	0
E.S.L. Classes at the Center	11	0	0
TOTAL NUMBER	1,071	95	100

[a]No data were submitted for the Chinese and Italian students.

Length of Time in Program

The length of time that A.S.H.S. participants have spent in the program is calculated separately for those who were present at the end of the academic year and those who left during the term. Forty-five percent of 1983-84 participants were still in the program in June 1984. Approximately 31 percent had exited prior to that month (see Table 18). For another 24 percent of students, only partial or erroneous data were available. Students from Brandeis High School are not included because all of their data in this category were incorrectly entered.

The program tends to serve students for relatively short periods of time; only seven to eight percent of the students had been in the program for more than one year (see Table 19). Program attrition is most pronounced in the first few months of the term: 76 percent of those who left the program did so within six months of enrolling.

The highest rates of students exiting the program prior to the end of the academic year (Table 20) are found at Jamaica (53 percent), Clemente and Lincoln Square (40 percent). Hispanic participants (36 percent) tend more than students in the other language groups to exit prior to the end of the academic year.

Less than half of the students leaving the A.S.H.S. bilingual program before the end of the academic year were reported to have left for the following reasons: moving out of the district or city (13 percent); employment (12 percent); and economic and personal reasons (12 percent). Most students (56 percent) either left for other reasons or never indicated why they left (see Table 21).

TABLE 18

Participation Status by June 1984[a]

Status	Number	Percent
Present at Year's End[b]	549	45
Exited Program Prior to the End of Academic Year[c]	372	31
Unknown/Missing Data[d]	286	24
TOTAL	1,207	100

TABLE 19

Time Spent in A.S.H.S. Bilingual Program by Status of Student[a]

Status	Percent 0-6 months	Percent 7-12 months	Percent 13+ months	Total Number
Present at Year's End[b]	43	49	8	549
Exited Program Prior to the End of Academic Year	76	17	7	367

[a]Data reported by Brandeis are not included in above tables.

[b]Student is defined as 'present' if neither date of exit nor reason for exit are reported.

[c]Student is defined as 'exited' if both date of exit and reason for exit are reported.

[d]Student for whom status is unknown/missing has either a date of exit or reason of exit but not both, or has out of range data.

TABLE 20

Students Exiting Program Prior to End of Academic Year
By Site and Language Group[abc]

Site	Number in Program	Number Exiting Program	% Exiting Program
Park Avenue	136	30	22
Clemente	137	55	40
Maxwell	168	20	12
J.H.S. 10	137	30	23
Linden Blvd.	44	16	36
J.H.S. 136	44	15	34
Forsyth	224	85	38
St. George	37	6	16
Lincoln Square	81	32	40
Jamaica (day)	98	52	53
Taft	101	31	31
TOTAL	1,207	372	31
Language Group			
Spanish	902	327	36
Chinese	139	29	21
Haitian Creole	95	9	10
Greek	58	0	0
TOTAL	1,194	365	31

[a]No data were submitted for the Jamaica (evening) and Grady sites and the Italian students at St. George.

[b]Data reported from Brandeis are not included in table.

[c]Students are considered having exited if a reason and an exit date are reported.

TABLE 21

Reason for Leaving Prior to End of Academic Year[a]

Reason	Number	Percent
Moved (within city)	24	6
Moved from Country	25	7
Employment Related	46	12
Economic	6	2
Personal	37	10
Transferred to Another A.S.H.S. Program	13	3
Not Meeting Students' Needs	15	4
Other Reason Known	110	30
Other Reason Unknown	96	26
TOTAL	372	100

[a]Reasons are reported only for students whose discharge dates are known. Sixty-seven students reported a reason for leaving the program but had no date of discharge. Students from Brandeis are not included in this table.

Post-Program Plans

Most bilingual program participants (66 percent) did not have specific post-program plans (see Table 22). Approximately 21 percent left without making plans. Nineteen percent did not want to make plans until they received the G.E.D. results, and 11 percent were not in the program long enough to have made plans.

Of the 34 percent who did make plans, about half planned to go to college, especially to one with a bilingual program, and half had other plans. Very few students planned to attend a technical school, to enter a job training program, or to join the armed forces.

TABLE 22

Future Plans of A.S.H.S. Bilingual Program Participants

Plan	Number	Percent
College with Bilingual Program	145	12.1
College without Bilingual Program	56	4.7
Technical School	7	0.6
Armed Forces	4	0.3
Job Training Program	4	0.3
Employment	4	0.3
Other Plans	188	15.7
No Plans:		
Withdrew from program	246	20.5
Insufficient time in program	130	10.9
Student not interested in planning	44	3.7
Student waiting for G.E.D. results	222	18.5
Student upgrading present job	58	4.8
Student objectives were met	16	1.3
Other reasons	24	6.2
TOTAL[a]	1,198	100.0

[a]There are no data for 196 students.

III. PROGRAM ORGANIZATION

The bilingual program is administered on site by the A.S.H.S. center administrator responsible for all center-wide activities. Title VII administrative staff, located at the Roberto Clemente Center, works in cooperation with the center administrators to coordinate and support bilingual instructional and counseling services at each site. Instruction and counseling are provided by bilingual teachers, curriculum developers, teacher trainers, educational/vocational advisors, guidance counselors, and paraprofessionals.

The Title VII program administrative staff members monitor site operations on a formal and informal basis. During formal visits, they observe the various program components and conduct staff conferences to provide feedback on implementation. On an informal basis, they visit centers and classes to assist in program implementation as needed, and to provide resources and materials. The staff also collect program data including student attendance and enrollment information for evaluation purposes. The extensive student information collected provides a comprehensive profile of program participants used to plan program activities and offerings.

Staffing patterns vary from site to site, reflecting the needs of the local student population as well as the level of local tax-levy support. The Title VII budget this year supported one resource teacher, one career guidance specialist, and one outreach specialist. It also provided 2,000 teacher hours which were used to support curriculum and staff development activities at the centers. An additional 3,000 teacher hours were provided by Title XIII, and 2.8 teaching positions were supported

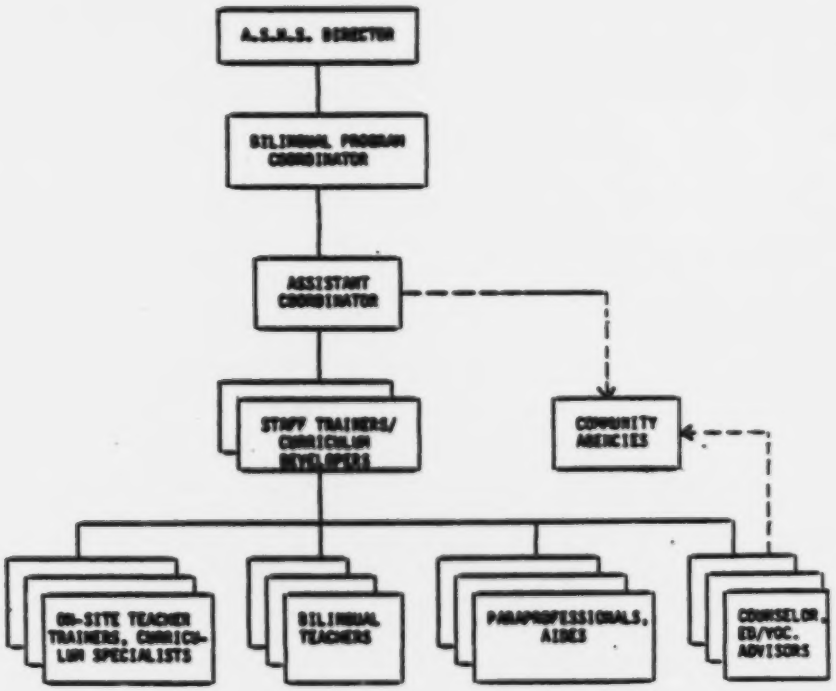
by New York State Chapter 53 funds.

All other positions are supported by city tax-levy funds. The commitment to the bilingual program for LEP students is reflected in the steady increase of tax-lexy funds assigned to bilingual services. In September 1984, the position of outreach specialist (now paid with Title VII monies) will be funded by the tax-levy budget.

As a result of well established channels of communication developed over the past twelve years, the bilingual program functions with some degree of autonomy at the centers while remaining a component of the greater A.S.H.S. program. Figure 1 depicts the program organization.

FIGURE 1

Administrative Organization of the Bilingual Program in A.S.H.S.



IV. INSTRUCTIONAL PROGRAM

The objectives of the bilingual program in A.S.H.S. are two-fold: to enable LEP students to raise their ability in English language skills and content-area skills to the level necessary to pass the high school equivalency exam; and to expose students to job opportunities.

The overarching philosophy of the A.S.H.S. program is to teach analytical skills which have practical value beyond the scope of the G.E.D. examination itself. Through a screening process, students with inadequate prior education are referred to remedial programs to develop entry-level skills. Students are encouraged to develop to their fullest potential by setting goals which are realistic, which focus on immediate and long-range achievements, and which are ultimately designed to instill a desire to pursue knowledge.

The program has increased its flexibility by "factoring in" the special circumstances of its target population. Students can enroll at any time during the year and "graduate" at any time. They may choose from morning, afternoon, or evening sessions. The program offered is uniform at all sites; therefore, students can change sites without discontinuity. Finally, students can determine the time frame for program completion based on personal motivation and circumstance. The may be out on temporary leave and return to continue skills development at the same point where they left off.

PLACEMENT

The program follows New York City Public Schools' guidelines in identifying LEP students through the administration of the Language Assessment

Battery (LAB). Three other tests which provide predictive and placement information are also administered during the admissions process. These formal testing data, supported by student background information, provide the basis for student placement in one of four instructional levels: Native Language Arts (N.L.A.), General Education (basic), Pre-High School Equivalency (intermediate), and High School Equivalency Preparation (advanced).

To enter the bilingual program in A.S.H.S., a student must score below the twenty-first percentile on the English LAB test and/or score below grade level on English reading exams and/or demonstrate an inability to function effectively in the English mainstream. A student profile is developed based on counseling records (interviews, test scores, LAB score) and teacher records of the student's performance. Profile and test data are reviewed on a regular basis to identify students ready for transfer to instruction in English or ready to take the G.E.D. exam. Students exit the program when they are able either to:

-- score above the twentieth percentile on the English LAB test;

-- read on grade level or above in English;

-- demonstrate the ability to function effectively in the English mainstream (as determined by staff assessment of profile data); or

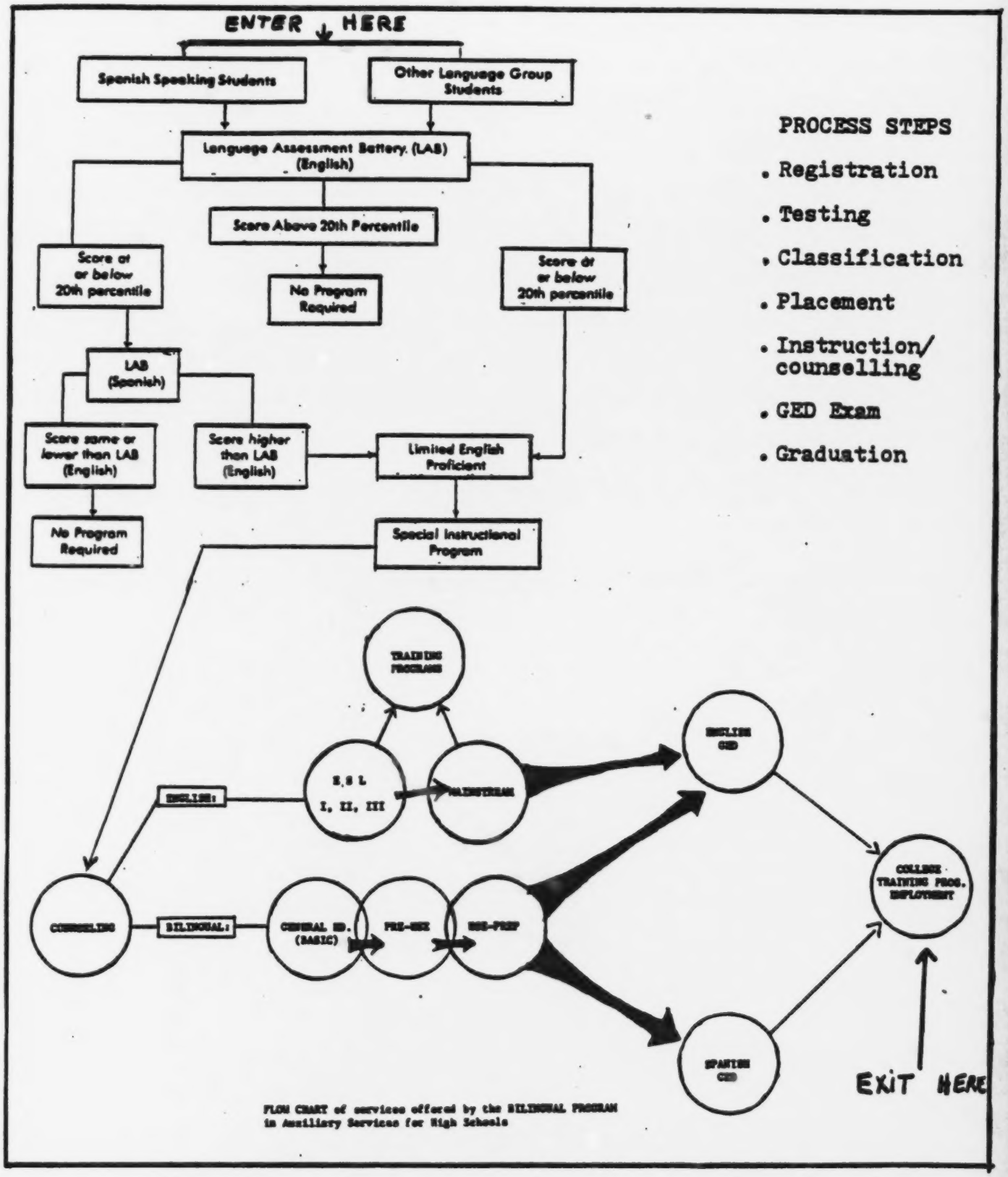
-- earn a G.E.D. diploma.

Figure 2 presents a flow chart of the placement, programming, and exit procedures for A.S.H.S. bilingual program students.

PROGRAM-WIDE INSTRUCTIONAL APPROACH

The instructional approach within the bilingual program in A.S.H.S. enables students to receive English as a second language (E.S.L.)

FIGURE 2



FLOW CHART of services offered by the BILINGUAL PROGRAM in Auxiliary Services for High Schools

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and/or English mainstream classes, and subject-area instruction in their native language. A non-graded instructional design, serving the five target language groups, permits homogeneous instructional grouping in the native language and English.

This instructional process contributes to program continuity across all bilingual A.S.H.S. sites. The program maintains folders for each student containing an instructional work plan based upon placement scores and intake information. Individualized check-off sheets, pre-programmed by instructional level and keyed to the curriculum, enable both students and staff to monitor the students' academic progress. The check-off sheets establish the skills, concepts, and topics for each content area which must be mastered before progressing to the next level. Cumulative student record cards document student growth, and students maintain their own personal log of completed tasks.

The program curriculum, contributed to and revised by numerous staff members over the program's history, is based upon materials which are similar in content to the G.E.D. examination. Staff members from each of the five major language groups have developed instructional materials and criterion-referenced tests to assess ongoing student progress. These regular exams indicate when a student has mastered concepts or when follow-up reinforcement is necessary.

Hispanic students generally prepare for the Spanish version of the G.E.D. examination while simultaneously enrolled in intensive E.S.L. classes. Students from other language groups receive content-area instruction

in their native language and E.S.L. preparation. However, these students are programmed into mainstream English classes in preparation for the English version of the G.E.D.

Instruction at the basic and intermediate levels is generally individualized or in small groups, since linguistic competencies and academic background vary greatly. At the advanced level, instruction tends to be offered in large group lectures.

The instructional component of the program emphasizes a bicultural approach. For example, N.L.A. students use oral biographies of role models from their cultural groups. The social studies curriculum is multidisciplinary; it emphasizes historical and socio-anthropological perspectives. On a regular basis, staff members plan class trips to local museums, theaters, and community organizations which offer students experiences in their own cultures. The E.S.L. classes follow up on all bicultural curricular topics included in the curriculum guide and covered at all class levels.

THE SPANISH COMPONENT

Hispanics comprise the largest language group served in the A.S.H.S. bilingual program, accounting for 80 percent of the students this year. Most students are employed either full- or part-time, with the evening centers attracting primarily an older population engaged in full-time employment. Since a Spanish version of the G.E.D. is available, Spanish-speaking students generally require less time to prepare for the examination than do speakers of other languages. E.S.L. is emphasized, however, because staff members recognize that the G.E.D. diploma is of

little value in the world of work without commensurate skills in English.

The curriculum for the Spanish component is highly developed. Based on students' scores on the Spanish language test, La Prueba de Lectura, students are assigned to the appropriate level and work independently using the check-off list for that level. After completion of preparatory "phases," students prepare for the G.E.D. examination using commercial tests and program-developed materials. For the student who lacks basic skills in the native language there are program-prepared tapes for Native Language Arts that reinforce academic skills.

A substantial waiting list of potential participants promotes attendance among participants. Staff members maintain contact with students who temporarily leave the program and provide the necessary support to prevent non-attendance from becoming problematic. They employ a variety of outreach methods to establish and maintain contact, including phone calls and follow-up postcards.

THE CHINESE COMPONENT

The Chinese students comprise the second largest language group: 193 students at three sites. The Forsyth Street site, close to New York City's Chinatown district in Lower Manhattan, began a Chinese bilingual component in 1975. Additional sites were established later at Junior High School 10 in Astoria, Queens (a multi-ethnic community), and at Julia Richman High School in mid-Manhattan, which is easily accessible to students from any point in the city.

Many of the students come from mainland China and have no prior preparation in English, but they are highly motivated and are generally

able to complete G.E.D. preparation within two-and-one-half to three years. While preparing for the G.E.D. most students are employed part- or full-time.

Instruction for G.E.D. preparation is offered at three levels: beginning, intermediate, and advanced. Staff members are fluent in Mandarin and Cantonese. The academic content areas, taught with an emphasis on oral Chinese, are supplemented by explanation and clarification in English, affording students an opportunity to improve speaking and reading skills.

Over the past nine years, the project staff has developed curricula that include translated versions of existing content-area materials used in preparation for the G.E.D. examination. There are also commercial materials produced in Hong Kong. The program staff has also devised a translation method using the International Phonetic Alphabet in which sounds and symbols correspond consistently, assisting in students' pronunciation and reading.

There is a much greater demand for the Chinese component than the project can handle; there is a waiting list at each site. Forsyth Street, which this year served 135 students in the Chinese bilingual component, has a waiting list of over 100.

THE GREEK COMPONENT

Junior High School 10 in Astoria, Queens, offers Greek instruction to 68 students in one of the largest Greek-speaking neighborhoods in New York City. The Greek students in the bilingual program are generally older than those of the other language groups, and most have not previously been enrolled in New York City high schools. Most students at this

evening site are employed full-time.

Unlike the other language components, the Greek component does not prepare students specifically for the G.E.D. test. Instead, students focus on increasing their English language skills through E.S.L. instruction, and on increasing their academic level through content areas taught in Greek. This enables them to be mainstreamed into English monolingual classes which then prepare them specifically for the G.E.D. test in English. When appropriate, students are referred to local colleges and universities.

THE HAITIAN CREOLE COMPONENT

The Haitian Creole bilingual component, established in 1974, operates at the Park Avenue site during the day. The 49 students served by this component are drawn from throughout the city. Most entered the program without prior education in a New York City school. Generally, a student who comes in with at least a tenth-grade education in Haiti can expect to complete preparation for the G.E.D. examination within twelve months.

In the first years of the Haitian program, incoming students tended to qualify for the intermediate and advanced levels of G.E.D. preparation. However, two years ago a significant shift occurred: many students were coming in at a lower skills level. The program developed a basic skills preparation component for those in need of remedial instruction.

Instruction is conducted in two languages; content is taught in English, with explanation and clarification then provided in the native language. The program stresses mastery of skills and requires that pretests and posttests are successfully completed before proceeding to more difficult levels.

The Haitian component maintains an extensive waiting list of potential program participants. In September of 1984, a new site will be established for the Haitian component at Prospect Heights, which is located in an area that has had an increasing number of Haitians in the past few years.

THE ITALIAN COMPONENT

The Italian bilingual component is located at the St. George site on Staten Island. The student group includes both new immigrants and older students returning to school to obtain the G.E.D. The teaching staff focuses the educational program on the social and cultural aspects of adaptation to American life.

The Italian component was initially located in a school on Staten Island because a significant number of newcomers had settled there. Settlement of Italian immigrants is now more widely dispersed, but the program is still located on Staten Island, a site not easily accessible. Thus, although there continues to be a demand for services, the program experienced a decline in enrollment, from 60 students two years ago to 16 students this year. A primary issue for the program, therefore, is how to establish a site that is accessible both to students on Staten Island and to those who have setted in other parts of the city.

THE ENGLISH AS A SECOND LANGUAGE (E.S.L.) COMPONENT

Within the bilingual program in A.S.H.S., the E.S.L. component is administered by the center administrator at each site. The center administrators and the bilingual program administration work cooperatively in program scheduling, acquisition and development of materials, and

articulation among components. The program staff developed an E.S.L. syllabus and curriculum guide which is implemented at the discretion of the center administrators.

Instructional time alloted for E.S.L. and instructional modes vary a great deal from site to site. Staff reports a need for sequential linkages between the E.S.L. and the G.E.D. components and for E.S.L. materials that are parellel to the G.E.D. curriculum. This might be accomplished with an E.S.L. supervisor, but neither A.S.H.S. nor the bilingual program have such resources.

In March of this year, the bilingual program initiated an E.S.L. needs assessment. The first step was to administer a questionnaire among E.S.L. staff designed to yield information on curriculum, methodology, materials, testing, E.S.L. staff background, and time needs. The information will be used as the basis for future planning in this area.

SERVICES PROVIDED AT EACH PROJECT SITE

Table 23 lists the services provided at each project site for students in the bilingual program as reported by the project director.

TABLE 23

Checklist of Bilingual Services at Each Project Site

Name of Site

Instructional Component	St. George (Spanish) Evening	St. George (Italian) Evening	Jamaica (Spanish) Day	Lincoln Sq. (Spanish) Day	Junior H.S. 136 (Spanish) Day	Roberto Clemente (Spanish) Day	Linden Blvd. (Spanish) Day	Taft (Spanish) Evening	Forsyth (Spanish) Day	Forsyth (Chinese) Day
English as a Second Language	X	X	X	X		X	X	X	X	X
Reading (English)		X						X		X
Native Language Reading	X	X	X	X	X	X	X	X	X	X
Native Language Arts			X	X	X	X	X	X	X	X
Native Language Mathematics	X	X	X	X	X	X	X	X	X	X
Native Language Science	X	X	X	X	X	X	X	X	X	X
Native Language Social Studies	X	X	X	X	X	X	X	X	X	X
Non-Instructional Component										
Administration	X	X	X	X	X	X	X	X		
Supportive Services	X	X	X	X	X	X	X	X	X	X
Curriculum Development		X								X
Staff Development		X								X
Parent/Community	X	X	X	X	X	X	X	X		
Staff Summary:										
N.L. Teachers	2	1	1	1	1	5	1	4	1	2
E.S.L. Teachers	.5	.5				1		2	.5	.5
Ed. Advisor	1	1				1		2	1	
Paraprofessional	1	1	1	1	2	6	2	4	1	2
Total Staff	4.5	3.5	2	2	3	13	3	12	3.5	4.5
Total Number of Students	81	16	51	67	128	86	38	170	77	135

TABLE 23 (continued)

Instructional Component	Park Ave. (Spanish) Day	Park Ave. (Haitian) Day	Brandeis (Spanish) Evening	Maxwell (Spanish) Evening	Jamaica (Spanish) Evening	Grady (Spanish) Evening	Junior H.S. 10 (Spanish) Evening	Junior H.S. 10 (Greek) Evening	Junior H.S. 10 (Chinese) Evening	Julia Richman (Chinese) Evening
English as a Second Language	X	X	X	X	X	X	X	X	X	X
Reading (English)		X						X	X	X
Native Language Reading	X	X	X	X	X	X	X	X	X	X
Native Language Arts	X			X	X	X	X			
Native Language Mathematics	X	X	X	X	X	X	X	X	X	X
Native Language Science	X	X	X	X	X	X	X	X	X	X
Native Language Social Studies	X	X	X	X	X	X		X	X	X
Non-Instructional Component										
Administration			X	X	X	X				
Supportive Services	X	X	X	X	X	X	X	X	X	X
Curriculum Development		X						X	X	X
Staff Development		X							X	X
Parent/Community			X	X	X	X			X	
Staff Summary:										
N.L. Teachers	1	1	4	3	3	1	3	2	1	1
E.S.L. Teachers	.5	.5	3	3	3	3	.67	.67	.67	
Ed. Advisor	1		2	1	1	1	1	1		
Paraprofessional	1	2	4	4	3		2	1	1	1
Total Staff	3.5	3.5	13	11	10	5	6.67	4.67	2.67	2
Total Number of Students	46	49	199	150	170	30	56	28	68	30

V. NON-INSTRUCTIONAL PROGRAM

CURRICULUM DEVELOPMENT

The bilingual program in A.S.H.S. generates new instructional materials as the demand arises. Staff members are encouraged to become involved in curriculum development so that the process also serves as a form of teacher training. New materials are field-tested by all staff before they are adopted into the uniform curriculum for the program.

The Spanish language curriculum is the most complete, but recently there has been a trend toward increasing the materials available for use with other language groups.

This year program personnel spent time developing curriculum materials including: a workbook with exercises for each of the topics listed in parts 1 and 2 of the skills check-off sheet for the N.L.A. level; a language arts workbook and a review book for the General Education level; a math unit in French to coincide with the new French language G.E.D. test; revision of social studies and language materials in Spanish; general science lessons for the Greek and Haitian curricula; and a directory of employment, training, and vocational services available throughout New York City.

STAFF DEVELOPMENT

Staff development objectives are accomplished through both internal and external services. Internal training includes supervision and observation by central program administrators, conferences, workshops, and curriculum development. External training includes university courses,

conferences, and workshops. The university courses attended by members of the staff during the 1983-84 academic year are listed in Table 24.

All staff members attended central office sessions held for specific program components (Spanish language arts, E.S.L., counseling, etc.), on-site conferences to review center operations, and central conferences to review aspects of the total program.

This year new staff members attended four pre-service sessions dealing with program overview and history, the curriculum, materials, and methodology. An additional four in-service sessions dealt with actual issues of program implementation. Teachers were then visited on site for follow-up on practical application.

A new approach to staff training was piloted by the program this year. The resource teacher at the Brandeis evening site conducted a "demonstration class" from November 3 to December 13. A training schedule was developed so that teachers from the several sites could visit the class. The class contained students from all four levels of instruction in order to demonstrate the techniques and materials appropriate for use with students at each level. The resource teacher worked simultaneously with students and with teachers-in-training. Both teachers and administration expressed satisfaction with the results of the experiment. They felt, however, that one drawback in repeating the program is the time demand it places on the resource teacher.

Next year the emphasis of the bilingual program will be on staff training.

TABLE 24

University Courses Attended by Staff (1983-84)

Institution	Course
Teachers	
Iona College	School Finance
City College	Leadership in Education - Processes & Practices, II
City College	The Management of Schools - Operational Problems & Practices Curriculum Development & Supervision I
Rutgers	Reading for Sec. & Coll. Study School Current Topics in Reading Education
Iona College	The Dynamics of Interpersonal Behavior in School Administration
City College	Leadership in Education I
City College	Educational Policy & School Administration Curriculum Development & Supervision I
St. John's University	Leadership in Instructional Supervision
Paraprofessionals	
Lehman College	Elements of Contemporary Spanish
City College	Content Research Seminar in Bilingual Education
City College	Theories & Practices of Bilingual Education Foundations of Language Education that is Multicultural Content Research Seminar in Bilingual Education Innovative Methods for Teaching E.S.L. to Adults
Hunter College	Principles of Economics 1/MacroEconomics Elementary Probability & Statistics
Lehman College	Elements of Linear Algebra
Lehman College	Elements in Contemporary Spanish II
Hunter College	Puerto Rican Culture Calculus with Analytical Geometry I
La Guardia Comm. College	Social Themes in Latin American Literature 2 General Psychology Bilingual Basic Writing 3

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SUPPORTIVE SERVICES

A major focus of non-instructional activities is to prepare students for the world of work through college and career planning, consumer education, and job placement. This part of the program is directly handled by the educational and vocational advisors.

Students are scheduled for at least five counseling sessions each year. The counselors maintain student records, confer regularly with teachers, follow up on withdrawals from the program, make referrals to other programs and agencies, and organize extracurricular activities. Counselors also conduct workshops focusing on career awareness. The curriculum used in these workshops was developed by the program staff and includes such topics as self-awareness, educational awareness, career awareness, economic awareness, employability skills, and decision making.

Counselors and advisors refer students to various job training services in the metropolitan area, based upon student interests and the availability of training programs. This year the program produced a directory of training programs in order to expand the options recommended to students as a post-G.E.D. step.

PARENTAL INVOLVEMENT

A majority of the students in the bilingual program are of legal age (18). In accordance with A.S.H.S. policy, parents of 16 and 17-year-old students are included in the initial intake interview with an advisor. At that time, parents are given bilingual program information and are invited to participate in the Advisory Council.

The program's Advisory Council met twice during the 1983-84

school year. Parents participating in the program provided input into ongoing activities and helped to plan program-wide special activities. A workshop on cultural awareness was attended by parents from each of the five language groups.

VI. STUDENT ACHIEVEMENT

INTRODUCTION

Data analyzed in this section are based on a sample of 1,394 (73 percent) A.S.H.S. bilingual program participants representing 13 of 15 program sites. Two sites did not report student achievement information despite repeated requests to do so. Julia Richman and Forsyth, program sites which predominantly serve Chinese students and share a field director, are combined (referred to as Forsyth/ Richman) for analyses. In addition, data on the 16 Italian participants at the St. George site were not submitted.

This section will focus on student achievement in the following academic areas: English as a second language, the student's native language, and mathematics. The degree to which students advance to the next higher level of E.S.L. and native language instruction and the test gains made in all three areas over the academic year are analyzed. Findings are reported for the program on a city-wide basis and, where appropriate, for each program site and language group. Whenever possible advancement rates and test gains are compared to the stated program objectives in that area.

ACHIEVEMENT IN ENGLISH AS A SECOND LANGUAGE

Gains in English Performance

Performance in English was measured by one of two levels of the Stanford Achievement Test (SAT). The change in mean raw score between the fall 1983 pretest and the spring 1984 posttest was used to indicate growth or loss in English achievement. Statistical significance of the change was determined by a correlated *t*-test which demonstrates at a given

level of probability whether the difference between the means is beyond what would be expected on the basis of chance variation alone. Statistical significance was assumed when the probability that a mean difference could be attributed to chance was .05 or less.

In order to assess how representative mean gains were for individuals in the groups, an effect size (E.S.) was calculated for each pretest and posttest comparison. The E.S., developed by Cohen*, is the ratio of mean gain to the standard deviation of the gains. The larger the effect size, the more likely the average gain represents all the individuals in the group, the smaller the possibility that the average gain was affected by a few cases with sharp gains or losses. Because it is freed of sample size, the E.S. provides additional substance to the analysis as it may be interpreted in light of Cohen's recommendation: .20 = small E.S.; .50 = moderate E.S.; .80 = large E.S.

Correlations between pretest and posttest were also computed to determine the degree to which the rank order of individual scores within each group is maintained across testings. A correlation greater than .7 indicates that students with similar pretest scores made similar gains. A correlation less than .4 indicates that students with similar pretest scores made uneven gains. A correlation between .4 and .7 means that while many of the students with similar pretest scores made similar gains, others did not.

The objectives of the A.S.H.S. bilingual program called for

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*Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977, Chapter 2.

statistically significant gains in English performance at the .05 level. The results of Level 1 of the SAT are shown by site and language group in Table 25. Participants at all program sites made statistically significant gains in English with E.S.s ranging from large (0.84) to very large (3.7), indicating that most individuals improved close to the average. There was much variability in the pretest means, with a range from 7.6 at Park Avenue to 60.9 at Linden Blvd. The mean raw score gain ranged from 5.4 at Maxwell to 15.7 at St. George. Correlation between pretest and posttest scores were especially high at Maxwell (0.98) and St. George (0.98). The relatively low correlations found at Lincoln Square (0.43) and Jamaica Day (0.47) indicate that participants at these program sites had somewhat uneven gains though as a group each site made significant and meaningful gains.

Two language groups, Spanish and Greek, were tested using Level 1 of the SAT. Both groups made statistically significant gains and most individuals in each group made close to average gains, especially the Greek participants. Greek participants gained an average of 13.7 points with an E.S. of 3.0, and Hispanic participants gained an average of 9.7 points with an E.S. of 0.86. Hispanic and Greek groups had high pretest to posttest correlations of 0.87 and 0.92 respectively, indicating that rank order was generally maintained over time within each group.

The results of the SAT Level 2 are presented by program site and language group in Table 26. Again, all gains are statistically significant with E.S.s (ranging from 0.72 at Lincoln Square to 2.5 at Forsyth) indicating that average gains represent most individuals in the group. Students at Park Avenue scored lowest on the pretest (30.8) but made the largest average gain; students at Lincoln Square scored the highest on the pretest

but made the smallest average gain. Correlations between pretest and posttest are at least 0.8 for each program site except Park Avenue, where a 0.49 correlation was found, indicating that the rank order was not maintained between testings.*

Two language groups, Spanish and Chinese, were tested on Level 2 of the SAT. Both groups achieved statistically significant gains. Effect sizes were high for each group, indicating that average gains were representative of most individuals in each group. Chinese participants averaged slightly lower on the pretest but made average gains almost twice as large as did Hispanics. Correlations between pretest and posttest were high among Hispanics (0.92) but moderate for Chinese participants (0.48).

English test scores of Hispanic students broken down by country of origin are presented in Table 27. Students from each country gained significantly on Level 1 of the SAT. Effect sizes were high, ranging from 0.87 to 1.28, and correlations for each national group were 0.8 or better. These indicate that the average gains were representative of most individuals and that rank order was maintained from pretest and posttest.

An examination of Level 2 SAT results for Hispanic students by country of origin shows statistically significant gains in English performance for each group. As in Level 1, Puerto Ricans scored highest on both pretest and posttest and Central Americans made the largest average gains. Correlations for each national group are at or above 0.9.

Haitian Creole-speaking participants at the Park Avenue site

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*It should be pointed out that a moderate correlation may be somewhat desirable since it indicates that on the posttest some students who score lower on the pretest are pulling ahead of higher-scoring students.

TABLE 25

Results of the Stanford Achievement Test - Level 1

Site	Language	N	Pretest Raw Score Mean	Pretest Raw Score S.D.	Posttest Raw Score Mean	Posttest Raw Score S.D.	Mean Diff.	Corr.	t	p	ES
Park Avenue	Spanish	9	7.6	11.5	17.8	10.3	10.2	.60	3.25	.05	1.08
Maxwell	Spanish	148	14.9	9.6	20.3	11.0	5.4	.98	24.73	.01	2.03
J.H.S. 10	Spanish	24	18.2	12.2	29.8	17.5	11.6	.77	5.09	.01	1.04
Linden Blvd.	Spanish	19	60.9	9.7	71.2	9.0	10.3	.92	11.43	.01	2.62
St. George	Spanish	17	26.8	18.1	45.5	19.2	15.7	.98	15.26	.01	3.70
Lincoln Sq.	Spanish	12	55.0	14.5	58.2	14.6	13.2	.93	2.92	.05	0.84
Jamaica Day	Spanish	42	35.3	23.1	54.1	18.6	18.7	.47	5.46	.01	0.84
Taft	Spanish	13	48.5	13.7	58.8	15.6	10.2	.86	4.56	.01	1.26
All Sites	Spanish	294[a]	25.0	20.8	34.7	23.0	9.7	.87	14.67	.01	.86
J.H.S. 10	Greek	47	25.5	11.4	39.2	11.5	13.7	.92	20.23	.01	2.95

[a]Ten Spanish-speaking students are included in the total who were not reported in the within-site t-tests because there were too few cases to analyze separately.

TABLE 26

Results of the Stanford Achievement Test - Level 2

Site	Language	N	Pretest Raw Score Mean	Pretest Raw Score S.D.	Posttest Raw Score Mean	Posttest Raw Score S.D.	Mean Diff.	Corr.	t	p	ES
Park Avenue	Spanish	10	30.8	11.3	50.8	10.5	20.0	.49	5.72	.01	1.81
J.H.S. 10	Spanish	18	40.5	17.4	48.2	16.6	7.7	.81	3.10	.01	0.73
Forsyth	Spanish	47	43.3	18.4	57.1	17.5	13.8	.95	17.13	.01	2.50
Lincoln Sq.	Spanish	18	58.2	13.8	64.0	11.5	5.8	.81	3.05	.01	0.72
Brandeis	Spanish	111	40.6	23.6	51.7	23.1	11.1	.94	14.69	.01	1.39
All Sites	Spanish	209[a]	42.9	21.5	54.3	20.5	11.4	.92	19.50	.01	1.35
Forsyth	Chinese	83	37.7	7.3	58.8	13.7	21.1	.48	15.84	.01	1.74

[a]Five Spanish-speaking students are included in the total who were not reported in the within-site t-tests because of too few cases.

TABLE 27

Gains Made by Spanish-Speaking Students
on the Stanford Achievement Test, by Country of Origin

Country of Origin	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mean Diff.	Corr.	t	p	ES
				Level 1						
Central America	72	19.9	17.5	31.7	22.6	11.7	.80	7.36	.01	0.87
Dominican Republic	61	22.8	19.5	32.8	22.8	10.0	.91	8.12	.01	1.04
Puerto Rico	71	30.8	22.4	39.3	24.2	8.4	.96	10.79	.01	1.28
South America	81	24.3	20.1	34.1	22.0	9.9	.88	8.48	.01	0.94
				Level 2						
Central America	47	39.5	20.9	53.5	20.9	14.1	.90	10.45	.01	1.52
Dominican Republic	62	40.5	22.3	51.3	20.0	10.8	.95	11.79	.01	1.50
Puerto Rico	24	55.2	18.9	63.7	16.7	8.5	.94	6.47	.01	1.32
South America	61	42.2	21.5	52.8	21.3	10.6	.90	8.65	.01	1.11

TABLE 28

Results of the Metropolitan Achievement Test

Site	Language	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mean Diff.	Corr.	t	p	ES
Park Avenue	Haitian Creole	81	33.0	14.7	44.3	15.7	11.4	.82	11.16	.01	1.24

were tested in English with the Metropolitan Achievement Test. These results are presented in Table 28. The gain made by this group was statistically significant, had a large effect size, and a high correlation between pretest and posttest. These results indicate that most Haitian students are making close to the average gain.

Advancement in E.S.L. Level

The A.S.H.S. bilingual program evaluation design called for the promotion of 60 percent of participants to at least the next higher level of E.S.L. instruction. Tables 29 and 30 present changes in E.S.L. level by program site and language group, respectively. Changes are shown only for those who were pretested on levels 1 through 4 and posttested on levels 1 through 5. Students pretested on level 5 (N = 54) were omitted since their progress could not be determined using available data.

Overall, only 12.3 percent of program participants advanced at least one E.S.L. level. The proportions of advancing students were highest at St. George (77 percent), Park Avenue (40 percent), and Linden Blvd. (27 percent). Thus, St. George was the only program site that met the evaluation objectives in this area. Very few students (less than 1 percent) progressed more than one level.

An examination of E.S.L. achievement by language group (Table 30) reveals that 64 percent of Haitian Creole-speaking participants advanced at least one level compared to 10.7 percent of Hispanics and none of the Greek participants. Thus, Haitian students were the only group to achieve the target of 60 percent advancement.

TABLE 29

Advancement in E.S.L. Level[a] by Program Site

Site	Total	Percent Advancing in Level
Park Avenue	96	39.6
Clemente	135	6.7
Maxwell	114	0.0
J.H.S. 10	137	2.9
Linden	44	27.3
J.H.S. 136	-	-
Forsyth/Richman	69	8.7
St. George	26	76.9
Lincoln Square	81	2.5
Brandeis	146	4.8
Jamaica Day	90	13.3
Taft	63	20.6
TOTAL	1,001	12.3

[a]Change in level is the difference between fall E.S.L. level (1-4) and spring E.S.L. level (1-5). Students in level 5 during the fall were omitted since their advancement could not be determined.

TABLE 30

Advancement in E.S.L. Level[a] by Language Group

Language Group[b]	Total	Percent Advancing in Level
Spanish	877	10.7
Haitian Creole	58	63.8
Greek	58	0.0

[a]Change in level is the difference between fall E.S.L. level (1-4) and spring E.S.L. level (1-5). Students in level 5 during the fall were omitted since their advancement could not be determined.

[b]E.S.L. level was not provided for Chinese students.

ACHIEVEMENT IN NATIVE LANGUAGE

The program objectives called for a significant gain in native language ability. To assess student achievement in this area, each language group was pretested and posttested with the appropriate native language test. The results of these tests by program site and language group are presented in Table 31. Hispanic participants were tested with the Interamerican Series, La Prueba de Lectura, Level 3,* and other language groups were tested with teacher-made instruments. The purpose of the Interamerican Series is to evaluate the achievement in English and Spanish of Hispanic students from the Americas. Raw score gains, statistically significant at the .05 level, were found among all language groups at all program sites except Forsyth. Mean gains, as indicated by effect size, were not representative of most individuals at Forsyth. However, gains were representative of the majority of students at Brandeis, Jamaica Day, and Lincoln Square, and were representative of most students at the remaining sites. The largest average gain was found at Park Avenue. Dramatically lower scores on both pretest and posttest were found among Hispanics at J.H.S. 136. Correlations between pretest and posttest ranged from 0.36 at Jamaica Day to 0.9 at J.H.S. 10.

Taken separately, each language group achieved statistically significant gains in their native language and, overall, average gains were representative of most individuals in each group. Correlations were high among Greek participants (0.97), moderate among Hispanics (0.78) and

*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

Haitian Creole participants (0.79), and low for Chinese participants (0.43). The relatively low correlation between pre- and post-native language tests among Chinese participants paralleled the low correlation between their pre- and post-English tests. While as a group, the Chinese gained significantly in English and native language performance, as individuals they appeared to exhibit differential rates of growth so that they do not strictly maintain rank order across testings in both instructional areas.

Hispanic students' performance by country of origin is presented in Table 32. All gains were statistically significant with effect sizes greater than 0.8. Puerto Rican participants had somewhat lower pretest and posttest scores in Spanish and higher pretest and posttest in English than the other Hispanic groups. This suggests that among Hispanics, they may be the most proficient in English and the least proficient in Spanish. As a group, Puerto Ricans also had the lowest pretest scores and made the greatest gains.

TABLE 31

Results of Native Language Tests

Site	Language	N	Pretest Raw Score Mean	Pretest Raw Score S.D.	Posttest Raw Score Mean	Posttest Raw Score S.D.	Mean Diff.	Corr.	t	p	ES
					La Prueba de Lectura, Level 3						
Park Avenue	Spanish	18	52.6	10.9	71.5	11.7	18.9	.69	9.02	.01	2.13
Clemente	"	68	54.8	12.9	63.7	13.4	8.9	.68	6.98	.01	.85
Maxwell	"	101	58.3	8.4	65.1	7.4	6.8	.79	13.23	.01	1.31
J.H.S. 10	"	28	51.8	12.1	62.5	14.3	10.7	.90	8.92	.01	1.69
Linden Blvd.	"	24	60.0	6.8	75.3	5.2	15.3	.70	15.23	.01	3.11
J.H.S. 136	"	22	22.9	4.8	32.8	3.6	9.9	.52	7.68	.01	1.64
Forsyth	"	28	56.9	15.9	62.8	16.5	5.9	.48	1.87	n.s.	.35
St. George	"	13	56.2	8.6	64.9	6.9	8.7	.87	7.44	.01	2.06
Lincoln Square	"	22	56.6	13.5	64.2	9.4	7.6	.64	3.44	.01	.73
Brandeis	"	66	48.7	17.2	55.3	20.7	6.6	.86	5.02	.01	.62
Jamaica Day	"	38	53.1	10.2	61.3	11.3	8.2	.36	4.12	.01	.67
Taft	"	39	58.6	7.2	68.5	8.8	9.9	.64	8.85	.01	1.42
All Sites	Spanish	467	53.8	13.6	62.4	14.8	8.6	.78	19.61	.01	.91
					Teacher-Made Tests						
Park Avenue	Haitian Creole	83	71.6	13.1	84.1	10.9	12.5	.79	14.11	.01	1.55
J.H.S. 10	Greek	46	69.9	12.1	75.7	12.1	5.8	.97	13.33	.01	1.97
Forsyth	Chinese	103	45.3	8.2	61.4	6.5	16.1	.43	20.52	.01	2.02

TABLE 32

Gains Made by Spanish-Speaking Students on La Prueba de Lectura, Level 3

By Country of Origin

Country of Origin	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mean Diff.	Corr.	t	p	ES
Puerto Rico	144	51.3	14.2	60.5	15.0	9.2	.84	13.13	.01	1.09
Dominican Republic	118	54.9	14.4	63.7	16.6	8.8	.78	9.13	.01	0.84
Central America	95	54.1	12.7	61.8	14.1	7.7	.77	8.19	.01	0.84
South America	90	57.0	10.8	65.9	10.7	8.9	.82	13.30	.01	1.40

Advancement in Native Language Instructional Level

The program objectives specified that 30 percent of native language arts students would be promoted to a higher level of instruction. Tables 33 and 34 present the advancement in native language level by program site and language group, respectively. The change of level is shown only for participants who were pretested on levels 1 through 3 and posttested on levels 1 through 4. Participants pretested at level 4 (N = 428) were omitted since their progress could not be determined using available data.

In the program as a whole, 36 percent of participants advanced at least one level of native language instruction. The highest proportions of advancement were found at J.H.S. 136 (79 percent) and Park Avenue (70 percent). Haitian participants (82 percent) were more likely than both Hispanic (58 percent) and Greek participants (none) to advance in native language instruction.

On balance, the program objectives in this area were met. Three program sites, however, failed to meet the objectives, and Greek participants failed to advance one level in this area. Haitian participants progressed at the highest rate, far exceeding the target objective.

TABLE 33

Advancement[a] in Native Language by Program Site

Site	Total	% Advancing
Park Avenue	59	69.5
Clemente	91	38.5
Maxwell	85	36.5
J.H.S. 10	107	4.7
Linden	10	30.0
J.H.S. 136	19	78.9
Forsyth/Richman	39	56.4
St. George	18	55.6
Lincoln Square	52	7.7
Brandeis	57	24.6
Jamaica Day	35	51.4
Taft	28	60.7
TOTAL	600	35.8

[a]Change in level is the difference between fall level (1-3) and spring level (1-4). Students on level 4 during the fall were omitted since their advancement could not be determined.

TABLE 34

Advancement[a] in Native Language by Language Group

Language Group[b]	Total	% Advancing
Spanish	496	58.0
Haitian Creole	39	82.1
Greek	58	0.0

[a]Change in level is the difference between fall level (1-3) and spring level (1-4). Students in level 4 during the fall were omitted since their advancement could not be determined.

[b]Native language level for Chinese students was not provided.

ACHIEVEMENT IN MATHEMATICS

Program objectives called for statistically significant gains in mathematics. Mathematical achievement was assessed by pre- and post-administration of the New York City Arithmetic Computation Test.* Scores on the tests by program site and language group are presented in Table 35. Statistically significant gains were found among Hispanics at all program sites except Taft. Effect sizes were at least 0.98, indicating that most students achieved gains close to the average. Correlations between pretest and posttest were at least 0.8 among Hispanic participants at Brandeis, Maxwell, St. George, and Forsyth/Richman, and below 0.45 at Park Avenue, J.H.S. 10, and Taft.

All language groups demonstrated statistically significant gains in mathematics. Again the correlation between pretest and posttest scores was low among Chinese participants (0.26) indicating differential growth in mathematical ability. Instability in rank order among Chinese students thus has been found in all three areas of instruction (English, native language, and mathematics), an indication that the dynamics of learning and academic growth may be very different for members of this group.

Program-wide gains in mathematics were significant. Language groups at all sites except for Hispanics at Taft gained significantly. Overall, the program objectives in this area were met.

Table 36 presents the gains in arithmetic made by Hispanic students by country of origin. All gains were statistically significant

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*A locally-developed test of basic computational skills, including operations, fractions, decimals, and concepts of perimeter and area. The maximum raw score obtainable is 44.

(5.6) and highest among Puerto Ricans (7.9). South Americans scored highest on both pretest and posttest indicating greater baseline ability in arithmetic. Although their gains were significant, Central Americans appeared to be making the slowest progress in arithmetic when compared to other national groups of similar baseline abilities.

TABLE 35

Results of the New York City Arithmetic Computation Test

Site	Language	N	Pretest Raw Score Mean	Pretest Raw Score S.D.	Posttest Raw Score Mean	Posttest Raw Score S.D.	Mean Diff.	Corr.	t	p	ES
Park Avenue	Spanish	23	7.7	3.7	20.4	6.4	12.7	.26	9.27	.01	1.93
Clemente	"	66	6.9	4.5	13.8	6.6	6.9	.59	10.35	.01	1.23
Maxwell	"	148	7.7	3.9	12.7	4.2	5.0	.87	28.36	.01	2.33
J.H.S. 10	"	43	10.4	4.5	21.8	7.1	11.4	.40	11.10	.01	1.69
Linden Blvd.	"	34	9.6	6.2	25.5	5.5	15.9	.58	17.25	.01	2.96
J.H.S. 136	"	21	17.3	2.2	26.7	4.9	9.4	.51	10.10	.01	2.20
Forsyth	"	52	8.1	5.0	15.5	6.0	7.4	.84	16.31	.01	2.26
St. George	"	17	9.1	3.1	15.0	4.0	5.9	.85	11.45	.01	2.78
Lincoln Square	"	37	9.0	7.1	13.8	7.8	4.8	.79	5.94	.01	0.98
Brandeis	"	115	10.2	7.7	16.4	8.5	6.2	.93	20.75	.01	1.94
Jamaica Day	"	42	5.7	2.8	10.1	2.9	4.4	.71	13.19	.01	2.04
Taft	"	45	8.4	4.2	9.3	3.7	0.9	.44	1.38	n.s.	0.21
All Sites	Spanish	643	8.7	5.6	15.4	7.5	6.7	.72	32.36	.01	1.28
Park Avenue	Haitian Creole	83	17.7	8.7	27.1	10.2	9.4	.78	13.33	.01	1.46
J.H.S. 10	Greek	47	23.1	5.3	27.3	5.9	4.2	.87	9.96	.01	1.45
Forsyth	Chinese	102	21.2	4.1	30.7	5.1	9.5	.26	17.00	.01	1.68

TABLE 36

Gains Made by Spanish-Speaking Students on
New York City Arithmetic Computation Test, By Country of Origin

Country of Origin	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mean Diff.	Corr.	t	p	ES
Puerto Rico	173	8.0	4.8	15.5	7.5	7.4	.62	16.49	.01	1.25
Dominican Republic	146	8.2	5.4	14.4	7.0	6.2	.75	16.03	.01	1.33
Central America	143	8.1	5.6	13.8	7.1	5.6	.77	14.89	.01	1.24
South America	153	10.7	6.2	17.9	8.0	7.2	.74	16.54	.01	1.34

VII. CONCLUSIONS AND RECOMMENDATIONS

The Auxiliary Services for High Schools program is one of the responses by the New York City Public Schools to the dropout issue facing the city's high schools. The program targets students in the age 16 to 21 population who, for various reasons, find it difficult or impossible to go through the regular school program. For those students, A.S.H.S. offers an alternative way to meet high school certification requirements. Over a third of the students in the A.S.H.S. program are of limited English proficiency.

The program began as an English as a second language component. Later a parallel Spanish bilingual track was added so that students could work towards meeting Spanish G.E.D. requirements at the same time that they were acquiring English language skills. In pursuing its objectives for LEP students, A.S.H.S. established bilingual instructional programs for five language groups in fifteen sites throughout New York City.

Each program, overseen by the center administrator on site, has its own bilingual personnel. The Title VII bilingual program provides services at each site in the target language in the form of student counseling, classroom paraprofessional assistance, curriculum guides and materials, and staff training activities.

The current Title VII program, in the second year of a three-year cycle (1982 to 1985), continues the delivery of bilingual services developed over the years and builds on that experience. Currently there is a system of programmed instruction that allows for highly individualized pacing and a core of personnel experienced in that system. These staff members offer

support to incoming staff. The curriculum has been sub-divided into five levels of skills not only in language, but in content areas. There are uniform final examinations administered for all language groups in all the sites.

The program has been expanding the resources it offers in languages other than Spanish in the areas of staff and curriculum. It also has emphasized the training of personnel. In addition to conventional in-service training methods, the program is assigning resource teachers to work in classrooms with new teachers. This year, a resource teacher also conducted a model class during the first term for purposes of demonstration and training. Teaching staff was scheduled throughout the term for training sessions at the demonstration site.

At present, the program continues to "fine tune" its internal operation by adding curriculum in E.S.L. that emphasizes career awareness, working to amplify the stock of curriculum materials in languages other than Spanish, and instituting program-specific staff training. One of the program administrator's main concerns is the need to respond quickly to meet the demands of changing language populations.

The progress of the 1983-84 participants was examined in three content areas: English, native language, and mathematics. On a program-wide basis, participants made substantial gains in all three areas. Gains in all but a few instances were statistically significant with effect sizes in excess of 0.8. Generally, students grouped both by program site and language group made progress despite varying baseline abilities. Overall, the program objectives with regard to achievement were partially met since students generally did not advance in E.S.L. level or native language instruction level as proposed.

While A.S.H.S. participants as a group are making substantial academic progress, their profile reveals a diversity in terms of age, ethnicity, country of origin, length of time in the U.S., educational history, and employment status. It is important that the local program sites consider group characteristics and individual needs of its participants to better assist them in completing their high school education, and preparing them for employment or further education after leaving the program.

RECOMMENDATIONS

The bilingual program in A.S.H.S. is at a stage in which it can generate valuable data, both for its own planning and to track the educational status of immigrant populations receiving special services at the high school level. The program needs to collect student information on a continuous basis in order to reflect emerging trends and to make timely changes in programmatic direction. For example, an increase in the number of students from mainland China with no English proficiency at a particular site calls for a rapid deployment of first level E.S.L. staff and materials, and Chinese-speaking content-area teachers to that site. The sooner the trend is found the earlier the need can be addressed.

It would also be useful to document the amount of time it takes a student to move from program entry to graduation, and to identify the factors that facilitate or hinder that movement. This information may be used to plan individual programs and to assist students during their experience with A.S.H.S. It is recommended that the project director work with the Office of Educational Assessment to revise the data collection form so that it will generate the necessary information. Since the

program already collects a lot of the pertinent information, it might only be necessary to do different types of analyses to determine differences in performance and to explore the reasons for the differences found.

The bilingual program in A.S.H.S. is ready to participate with other programs in an exchange of curriculum, materials, and approaches that work. Given the seriouness of the dropout problem in New York City schools, it would be helpful to determine the following:

- Can any of the successful facets of the bilingual program in A.S.H.S. be replicated in a regular high school bilingual program?
- Can a regular high school program use the A.S.H.S. approach to serve the same students?
- Will this sort of exchange have a significant impact on the dropout rate of the school program involved?

The exchange process among programs could be coordinated by an appropriate unit of the Central Board's Division of High Schools, the A.S.H.S., and/or the Office of Bilingual Education.

Program evaluations of the A.S.H.S. bilingual program for 1982-83 and 1983-84 have found low rates of advancement in E.S.L. level and native language instructional level. The evaluation team recommends that the program revise the objective in this area to reflect more realistically the time that it takes students to advance one level. The objective should be based on the number of hours of instruction a student actually receives. Evaluation reports indicate that only students who average at least 135 hours of E.S.L. instruction can be expected to advance one level. Students in day high school classes taking two periods of E.S.L. daily receive 135 hours of E.S.L. each semester before advancing one level. The objective might be revised accordingly.